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ABSTRACT

A description of the history and development of the University of Montana's American Indian education option in elementary teacher education is presented. Objectives and goals for the federally funded project are given, and the core personnel involved in the program are introduced. Budgeting procedures for the implementation of the option are briefly discussed. Contributions of the program to the overall field of teacher education are examined, and evaluation methods and results as well as recommendations for subsequent program development are included. (LH)

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AMERICAN INDIAN EDUCATION OPTION
IN THE
ELEMENTARY TEACHER TRAINING PROGRAM
AT
MONTANA STATE UNIVERSITY AT BOZEMAN

by

Elnora A. Old Coyote and John Stephen Chesarek

presented to

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

as an entry for

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Montana State University
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American Indian Education Option

in the

Elementary Teacher Training Program

at

Montana State University at Bozeman

Summary

The American Indian Education Option for a Bachelor of Science Degree in the Department of Elementary Education at Montana State University offers the only extensive special preparation in the state for students who have career plans for teaching on Montana Indian Reservations or in similar situations where training related to multilingual-multicultural education would be useful.

The option has developed historically from the involvement of Montana State University in educational projects or field courses on Indian Reservations. The development was concurrent to receiving special federal grants for training both undergraduate and graduate bilingual Indians from those reservations and in response to requests from the Indian people for educational programs to meet the needs of their children.

The option represents a logical extension of the commitment of the State of Montana in its Indian Master Plan course requirements for all teachers and under its constitutional guarantee which "recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation

of their cultural integrity." Because of this commitment, the American Indian Education Option includes support courses in Native American Studies and other related areas, many of which are tuaght by Native American staff members.

The option includes special methods courses related to the Native American student and field experiences in the junior and senior years in schools serving concentrations of Indian children.

All courses and experiences are designed to develop awareness of the unique language and cultural backgrounds of the Indian students and to prepare future teachers to make the necessary adaptations in providing for group and individual differences, selecting or developing appropriate methods and materials and making full utilization of the unique community resources of Indian people providing for a quality educational e perience for the Indian child.

Within this framework, the option also provides an appropriate curriculum for the increasing number of Native American students seeking training as elementary teachers. The development of these students and the coordination of field experiences with reservation schools and programs have also meant the close involvement of the department with the program development in those schools in the field.

* * * * * *

American Indian Education Option

in the

Elementary Teacher Training Program

at

Montana State University at Bozeman

DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

DESCRIPTION OF THE PROGRAM

The American Indian Education Option for a Bachelor of Science and teacher certification in the Department of Elementary Education at Montana State University at Bozeman offers the only extensive special preparation in Montana for those students who want to teach on Montana Indian Reservations or in similar situations where training related to multilingual-multicultural education would be useful. Indians are the major minority group in Montana, making up six percent of the population (25000-35000).

The program is designed to respond generally to both Indian- and non-Indian teachers-to-be and also to respond in terms of the uniquely different needs of each group. The option is an attempt to provide specialized training in response to pleas from Indian parents and grandparents who want a better educational program for their children and to requests from school personnel, mainly non-Indian in towns and districts with populations of Indian children, seeking ways to help Indian children achieve on par with their non-Indian peers.

Based upon attitudes, goals and objectives described later in this paper, the following is a brief description of the program presently appearing as a regular option in the Department of Elementary Education catalog, 1978-1980.

There are five major components in the requirements for any students interested in the option:

Component 1. General Basic Coursework. As do all elementary teacher training options at Montana State University, students in this option are required to take basic courses in the areas of the fine arts and humanities, social science, natural science and symbolics of information. Some courses are prescribed exactly by course and number (e.d., Math. 107, 108, 109. Introduction to Modern Math; Music 241, 242. Basic Music). Other courses fulfilling the above areas are designated as restricted electives. Students may elect courses from the extensive offerings in many disciplines at MSU (e.g., coursework from a wide range of offerings in social science may be chosen under the various rubrics of History, Geography, Sociology, Anthropology, Religion, Philosophy, Economics, Native American Studies). The Native American Studies courses which emphasize the culture and history of the Plains Indians taught by Native American staff whenever possible are particularly recommended in partial fulfillment of the social science area.

Component 2. Language Courses. Because of special problems of children who are bilingual or who come from a language background other than English, a component of background courses in language is part of this option. These courses include studies of language, phonology, syntax, structure and methods in analyzing and comparing languages to better understand children's problems and to use, modify or develop programs and methods of teaching. This is an exciting component because it offers special instruction in the Indian languages. For Indian-speaking students there is a literacy program (if there is a written orthography and reading materials) and a chance to learn more about the structure of their language and develop lessons, methods, and materials for teaching that language and for teaching in the native language.

For non-speakers of an Indian language, there is a chance to learn something about an Indian language, to learn some conversation and to read to a certain level of competency. Minimal competency is requisite to understanding enough about that Indian language to make a comparative analysis with English, to understand some of the methods and materials in teaching English as a second language to those children. All such Indian language courses are taught by Indian instructors.

Component 3. Indian Culture Courses. As a part of Component 1, students in the Indian Education Option are encouraged to take courses in Indian culture and history to fulfill the basic requirement in social science. In this area the option relies heavily upon a concurrently developing Native American Studies Program staffed with Indian instructors from the various tribes of the state. These two developing programs (Native American Studies and the American Indian Education Option) support and complement each other. Courses of interest about Indian history and culture are taught under the Native American Studies program which our students take. In reciprocity, frequently Indian students in a Title VII graduate fellowship program under the College of Education are instructors for the Native American Studies courses. This graduate fellowship program is a part of the American Indian Education effort by the College of Education at Montana State University.

Component 4. Professional Methods Courses. There are two thrusts in the professional methods course component of the American Indian Education Option: (a) One thrust is a result of the attitude and support of the Elementary Education staff. Whenever students from the American Indian Education Option are in the methods courses, special individualized effort is made to add an emphasis on teaching children who are bilingual-bicultural by the regular instructor if possible, by student participation, or by guest speakers, etc.

Additional methods/materials courses are being developed in the native language.

(b) Special courses in curriculum development, materials, methods for children with bilingual-bicultural characteristics are taught by instructors with years of experience and background in Indian education--if possible these are Indian instructors. Such courses include a general introduction to bilingual-bicultural education, general methods of teaching bilingual-bicultural children, methods of teaching in an Indian language and methods of teaching English as a second language.

Component 5. The Field Experience. All teacher training options at MSU include experience in regular classroom situations working with children. Such experiences are even more vital for students in the American Indian Education option. In this option the experience varies depending upon the identified need of each student.

Generally at MSU each student will spend a minimum of two quarters in what is called the paraprofessional blocks. A para-block includes ½ day in the regular classroom and ½ day in a block of methods courses (e.g., ½ day in a classroom, plus the methods courses in teaching reading, language arts, and mathematics). This occurs in the student's junior year.

In the senior year, one full quarter is spent in the classroom as a student teacher.

Students in the American Indian Education Option have these field experience requirements as well, but part of these must be experiences in classrooms with Indian children. This varies with each student. For example, all non-Indian students need all the experience they can get in schools with Indian students, hence their field experience is usually carried out on an Indian reservation. Frequently on the other hand, many Indian

teacher trainees have already had experiences on the Reservation and in reservation schools and need to have insights into school experiences for non-Indian children so they can make comparisons and get better prepared to develop programs to help Indian children achieve. So Indian students in the option may spend one para-quarter in a non-Indian school, one on their own reservation, and the student teaching quarter on their reservation.

HISTORICAL DEVELOPMENT OF THE PROGRAM

The history of the development of the emphasis on training teachers to teach Indian children has spanned the years 1955 to the present at MSU. Its feeble beginning was just two teachers, Joy Yellowtail Toineeta, a Crow Indian trained as a home economics teacher, and Sally Old Coyote, first elementary instructor on staff at MSU, talking about educational needs of Crow Indian children one morning in 1955.

Ten years later, 1965, Joy and Sally were again involved in a new educational innovation called Head Start. At MSU early childhood teacher training is in the Child Development option under the Department of Home Economics. As a part of her work, Bethine Bigej of that department was assisting the Head Start program on the Northern Cheyenne Reservation. Now three ladies discussed, "We need a special program to train students to teach Indian children." So they wrote goals, described a program for developing special attitudes and sensitivities, skills and competencies needed for teachers to help Indian children. They were awarded a Title V(C) grant (Elem. Sec. Ed. Act, 1965) for four students/ year to work for a Master's degree. The program was labelled "A Program for Training Teachers to Teach Children Who Are Culturally Different, Especially Indian Children." Some course work was on campus, some in the field on the Crow and Northern Cheyenne Reservations. It is 200 miles to these reservations from the MSU

campus. Often the President of the University, Dr. Leon Johnson, committed his car and his travel funds to get the students to the reservation and Edwin and Joy Toineeta housed and fed them.

From 1966-1970, 21 students, 16 subsidized by the grant and five who came into the program on their own funding were granted master's degrees. One of those students was Joy Yellowtail Toineeta.

Title VII funds became available in 1969. John Dracon, then a staff member in Hardin, Montana, who had long worked with Crow students, had independently arrived at the idea that bilingual education was a valid concept. He convened members of the educational faculty of Eastern Montana College and Montana State University (including Sally Old Coyote), Head Start personnel on the Crow Reservation (including students from the Title V(C) training program, Art Hulett and Steve Chesarek), and Indian people, including Joy Toineeta and a battery of Crow political leaders who bombarded Washington, D.C., with demands for a new educational way. This group requested and received funds to begin a bilingual program on the Crow, Northern Cheyenne, and Rocky Boy (Cree) Indian Reservations in Montana. Already the Cree under Superintendent Bert Corcoran (himself Cree) had successfully severed their school from the Havre (Montana) Public School System and developed an Indian community controlled bicultural school at Rocky Boy.

An interesting side thrust of the Title V(C) program had taken 4 Crow Indians to the Institute of Behavioral Research at Silver Spring, Md., to study under Dr. Israel Goldiamond. Among these students was Dale Old Horn. Dale later became a part of the team including Tom Kennedy of Eastern Montana College, Sally Old Coyote of Montana State University, Joy Toineeta (Crow), and Steve Chesarek (Head Start), under John Dracon, which set up the plans

for the beginning efforts at bilingual education in Montana. Sally Old Coyote was granted a 5 year leave of absence from MSU to assist with the program. An eminent linguist from Massachusetts Institute of Technology, Dr. G. H. Matthews, resigned his position and joined the Crow program with Raymond Gordon, Summer Institute of Linguistics specialist.

Meanwhile back at Montana State University, the head of the Elementary Education Department, Dr. Gerald Sullivan, with great awareness of the needs of Montana children began to push for options under his department to meet the special demands, one of which was an American Indian Education Option to train teachers to teach Indian children. With knowledge of the needs and an understanding of institutional change he assigned staff members in his department to work out the requirements for the option that would become the only regular offering in the state under the regular budget and administration of his department. In 1974-1975 it was an empty category--no takers.

At the end of her 5 years with Title VII, Sally Old Coyote returned to MSU and was assigned the further development of the option. At the same time Dean Earl Ringo committed a part of his budget to the development of grant proposals for Title VII funds for an undergraduate traineeship program for bilingual Indians to train under the American Indian Education Option to become teachers and a graduate fellowship program to train bilingual Indians to become teacher trainers.

In 1976 10-12 undergraduate Crow Indians came into the option at freshman level. At the same time five other students "jumped the gun" and transferred into the junior year of the option creating what appeared to be insurmountable problems discussed later.

In historical retrospect it appears that the College of Education under Dean Earl Ringo and the Elementary Education Department under three different heads have made steady progress toward establishing as a regular institution-

alized part of the offering, on hard money, a training program for teachers (both Indians and non-Indians) to teach Indian children. The new head of Elementary Education, Dr. Joseph Johnson, is supportive, having experience in education for minorities and special educational needs. The program is under constant revision, Indian graduates are being trained to carry out teacher training, curriculum development and administrative roles in the developing programs for Indian children. We've lost some good people and some old war horses that began the program are still determinedly working at it.

Some exciting events have occurred. Not the least of which was the transferring of five sophomores and juniors from a regular option into the Indian Education Option in 1977--from that empty category of 1975-76 to five instant students ready for field experiences and no possible way for them to get to the reservation to be in school ½ day and in methods on campus at MSU (200+ miles away) ½ day. A trailer house was dragged onto site at Pryor, Montana, hooked up by the superintendent of the school, John Tietema, and arrangements were made for the girls to drive to Eastern Montana College every afternoon for coursework--a 45 minute drive until the spring flood washed out all the bridges. Undaunted the girls, as did the Crow Indians, detoured over mountain trails and made their daily trip anyhow. We hope to simplify this process, weather willing.

The hopes and dreams for this program include the following:

(1) Addition, deletion, revision of course requirements as a result of evaluation of program and feedback from field where our teachers go to teach;

(2) Addition of Indians to the instructional staff as they become trained in graduate programs;

(3) Further institutionalization of the undergraduate and graduate programs on regular budget;

(4) Continued fellowships for students (graduate and undergraduate) from federal and state funding sources to permit students (especially Native Americans) to come to school;

(5) Continued and increased cooperation with schools and tribes and communities in the field for reciprocal benefits of both our programs and theirs;

(6) Continued development of the field experiences, in spite of distance, floods, and other unexpected acts of God.

OBJECTIVES AND GOALS

An all pervasive goal throughout this program is to try to train teachers (Indian and non-Indian) who can meet the educational needs of Indian children and other children of similar linguistic and cultural characteristics.

This is not a program that would prevent teachers certified in it from teaching in other situations, because it has been carefully equated with the regular elementary teacher training option at Montana State University. In fact it might also make it possible for these trainees to teach in other situations with similar language, cultural and environmental problems wherever such situations exist. At the end of their training it is hoped that students will be convinced that there are cultural and linguistic differences, that education should recognize and respect these differences, and that a non-dominant culture and language have their proper place in the classroom.

It is hoped that students in this program will achieve a new respect for other languages, other cultures, other concepts and that their teaching goals will shift from an all consuming emphasis on an imparting of a limited knowledge of the majority group to children to an emphasis on the development in children of processes to cope with whatever they may meet and wherever--to develop in children alert, active, independent minds.

Teachers in this program must assume a new classroom stance, no longer the authoritarian one of the usual teacher, but an open sensitive approach in working with children. They must develop an atmosphere in which children are comfortable to explore, discover, develop their own minds, language, and concepts. In this program teachers are encouraged to recognize the value of children's ideas, support children's active learning, interact with the children as a class, in small groups, and individually. They must establish a team concept with persons from the community, parents, respected elders who know the cultural values, and with paraprofessionals from the culture or the community, whereby ideas are sought and valued. All must then plan and evaluate the educational activities together.

These are thematic and all pervasive attitudes and goals of the program. There are other objectives that do not look much different from those teacher competencies prescribed by the Center of Applied Linguistics and the recent position publication authored by Acosta and Blanco from the Office of Bilingual Education. They include some of the following briefly stated and categorized:

Attitudes. Teachers should develop an attitude of respect for the language and culture of the child and that the child has certain emotional, linguistic, mental, socio-cultural abilities and potentials intimately related to his language and culture.

Language Skills. Bilingual-bicultural teachers should develop certain linguistic knowledge and pedagogical skills, as follows:

(1) A thorough knowledge of the phonology, structure, and syntax of language, both English and the target Indian language;

(2) The competency to make a contrastive analysis of the target Indian language and English, requisite to development of lessons for children in the Indian language and English as a second language;

(3) A thorough knowledge of child language acquisition, development and bilingualism;

(4) The competency to use and/or adapt materials and methodology in teaching English as a second language and to develop new materials and methods in teaching the primary Indian language;

The above would require for Indian teachers a high degree or oracy and literacy in their Indian language, as well as in English. And for non-Indians in depth knowledge of English and oracy and literacy in the Indian language to assess children's language problems and to help prepare new curriculum.

Cultural Knowledge. Bilingual-bicultural teachers should have cultural awareness and a knowledge of the relationship of culture to language and problems of cultural contact, conflict, and change. This would require a thorough knowledge of the culture and history, of present life styles and problems of the target Indian tribe as well as a new knowledge of U.S. history seen from a different perspective. They must be able to compare cultures, identify areas of contrast and conflict, understand the dynamics of cultural change. These above are necessary to develop the competency to evaluate, select, adapt and use already prepared materials and to develop a methodology and new lessons and materials for teaching an Indian culture.

The Content Subjects. Bilingual-bicultural teachers should have a thorough knowledge of basic concepts in mathematics, the biological and physical sciences. Grounded in such information, teachers must develop the competency to use already prepared materials, to develop a methodology and new lessons and materials for teaching the above areas bilingually.

Research Competencies. Bilingual-bicultural teachers should develop research competencies for in the area of education of children with language and cultural differences, not all is known--in truth, it appears, not much is known. Teachers must have a knowledge of child growth and development

principles and any differences which might be found amont the target Indian population; a knowledge of learning and ways of discovering if children are learning with a different style; a knowledge of child raising practices of the Indian child. All this is prerequisite to developing new materials and methodology in English, in the Indian language, bilingually.

PERSONNEL INVOLVED

General Staff in the Content Background Disciplines.

Heads of departments vitally involved in teaching basic courses in arts/humanities, social science, natural science, symbolics of information, and key staff personnel have assisted in planning necessary variations in course-work deemed important for bilingual-bicultural teachers (especially the departments of English, Speech, History, Modern Languages, Anthropology, Geography, and Mathematics). Instructors have been willing to vary time and give tutorial assistance to students to help them meet the competencies outlined above. The Native American Studies program has supplemented our effort and made staff available for special coursework in Indian culture. The Modern Language Department has added an emphasis on teaching Indian languages and the Anthropology and English Departments have added new linguistic courses.

College of Education Personnel Involvement.

At the administrative level, Dean Earl Ringo, Assistant Dean John Kohl, heads of all departments (Dr. Thibeault, Educational Services; Dr. Henry Woerst, Secondary Dducation; Dr. Joseph Johnson, Elementary Education) outside of regular administrative duties also act as an advisory board to special needs of this option (curricular and fiscal) and to the grant programs involving Indian students.

Regular Elementary Education Department Head and Faculty

The major responsibility for carrying out the American Indian Education

Option is under the direct administration of Dr. Joseph Johnson, Head, Department of Elementary Education. The activities of advising students, teaching methods courses and supervision of field experiences has been assumed by the regular staff of the Elementary Education Department. Each staff member has demonstrated sensitivity to the unique needs of bilingual-bicultural education and has made special effort to give a portion of the class instruction to these needs and much time to individual students in the option, especially to American Indian students.

Special Personnel on Campus.

As a member of the regular elementary education staff, Dr. Elnora A. Old Coyote, is assigned the continued development and management of this option in cooperation with the Director of the Title VII Bilingual Undergraduate Traineeship Program, Steve Chesarek. This program is funded for traineeships for Indian students from the Crow, Cree, and Northern Cheyenne tribes to become bilingual-bicultural teachers. On these two staff members rests the responsibility for the success of students in the option. Dr. Old Coyote has charge of non-Indian students, Mr. Chesarek specifically Indian students. He manages the Title VII grant, assists students in every possible way to insure that they successfully complete the program and become certified teachers.

Other special personnel include Bernadine Featherly, English as a second language specialist; Dr. G. H. Matthews, linguist; and Dr. Dan Voyich (on hard money) who functions as guidance counsellor to all Indian students. On grant money, Dan arranges tutoring service for Indian students when needed.

Outside Personnel.

Special coursework in Indian languages and cultures must necessarily be taught by Native Americans. Some Indian instructors are hired on regular faculty under Native American Studies, some are contracted to come to campus

on a quarterly basis or to teach a course when needed. Indian students in graduate programs may teach courses in the native language and culture and supplementary methods courses taught bilingually as a part of an internship experience or on a contract basis.

Native Americans, talented and respected tribal members, on Reservations are frequently involved in teaching native language and culture and bilingual methods of teaching or teaching in the native language whenever our students are in the field as paraprofessionals or student teachers.

At random times in response to program needs, outside faculty, Native American or otherwise, teach courses important to the American Indian Option (e.g., Rod Frey, anthropology; Native American anthropologist Joseph Medicine Crow; historian Charles Bradley; linguist Ray Gordon; and Indian faculty Joy Toineeta, Barney Old Coyote, Dale Old Horn).

BUDGET

PLANNING

All costs of original and continuous planning for this Option and the Grants related to it were absorbed in the budgets of the Elementary Education Department and out of the Dean's budget at the College of Education level. These included travel and per diem for consultants from the reservations, $1000 for writing two grants. Continued revision and development and administrative and advisory costs are part of the regular assignment and regular yearly budget of the Elem. Ed. Dept., as for any regular catalog option. Thus the option is becoming institutionalized.

FACULTY COSTS

All catalog courses are taught by personnel on regular budget. General courses are at no extra cost. Advising and courses unique to the option for which special assignment and budget are provided are approximately 10-15

quarter credits (3-5 courses) at approximately $1500/ 3 credit course and are a part of the yearly Elementary Education budget. Courses carried to the field at $1000/ course will vary from year to year depending on number of students and the point at which they are in their training program. In many cases field courses are taught by on-reservation instructors, frequently Indians.

Extra faculty is paid under the Title VII grants described below.

STUDENT COSTS

Associated with the field experiences (both paraprofessional and student teaching), there are regular costs for travel and perdiem for supervision and honoraria for the teacher under whom our students get their experiences with children. It is estimated and regularly budgeted at roughly $100/ paraprofessional/ quarter and $235/ student teacher/ quarter. The option began in 1976 with 8 freshmen and 5 upperclassmen (4 paras, 1 student teacher). The option is new and developing. A rough estimate of students/ year in the paraprofessional experience would be 6-8; in student teaching the same number. Yearly cost might be estimated at 8 x $100 for paras; 8 x $235 for student teachers on hard money.

TITLE VII BILINGUAL EDUCATION GRANTS

Montana State University has been awarded a Title VII Graduate Fellowship Program with 10-12 fellows to train teacher trainers for a period of 3 years at approximately $100,000 in fellowships to Indian students. And a Title VII Undergraduate Traineeship Program to train elementary teachers to the Bachelor's level with full certification has a $140,000 per year budget to run 5 years. This program pays stipends and costs for about 10 Indian students, pays faculty and coursework costs. All students are registered under the American Indian Education Option.

Both programs have been expanded from serving one reservation to three and to a multi-year basis.

ROUGH YEARLY BUDGET BREAKDOWN

A rough yearly budget breakdown for the entire Option might look as follows:

On regular budget (hard money)		
Planning, Program Development, and Administration	$1000.00	
Special Coursework & Advising	$4500-7500.00	
Cost of field experience for students		
Paraprofessional (8 x 100)	800.00	
Student Teacher (8 x 235)	1880.00	
Sub Total		$8180-11,180
On Title VII Grants (soft money)		
Undergraduate Traineeship	140000.00	
Graduate Fellowship (stipends for students only)	100000.00	
Sub Total		$240,000.00
Total	$248,180.00 - 251,180.00	

CONTRIBUTION TO IMPROVEMENT OF TEACHER EDUCATION

As a logical extension of the constitutional guarantee of the State of Montana, which "recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity," and in keeping with the Indian Master Plan, the College of Education at Montana State University has played a major role in training teachers (Indian and non-Indian) to teach American Indian children and developing programs for those children. In time the involvement has spanned the years 1955-1978; the development has progressed in training 4 teachers/ year, 1966-1970, to a regular option as a part of the Elementary Education Program with 10-12 undergraduate bilingual Indian teacher trainees and 6-8 non-Indian students in the option, backed up by 10-12 graduate students. The option is a permanent part of MSU's teacher training program and there has been steady progress toward costs being a part of the regular budget, except for the stipends and other costs for the Indian students which are Title VII grants at present.

All objectives of the program are being met. Probably the best indication of the quality of the program is the number of students (Indian and non-Indian) progressing successfully through their training and that the two federal grants were expanded to include more students and additional tribes and extended in time. The program has gone from 8 to 12 undergraduates from a 1 year grant to a 5 year one; and from 5 students to 12 as graduates from a 1 year grant to a 3 year one.

The reaction of the participants has been exciting. First we have a solid group of Indian students now moving into their junior year. I don't believe any other similar group exists in this state, with such a high rate of retention where there is usually a high drop out rate. The students have an esprit de corps that holds them at a difficult task, far beyond that of the regular college student. Their strength reaches out to Indians in other curricula and embraces new students coming in. They have done historical firsts, such as carrying out in an off reservation setting religious ceremonials to help themselves by prayer in their programs and with problems in their private lives that have kept other Indians from succeeding in college programs.

The first five non-Indian students in the option have gone to the Reservation to carry out the field experiences, lived in the communities, taught ½ day in the schools and made the 45 minute drive to the nearest college to take the accompanying methods courses. As I've noted, when floods washed out bridges over the regular road in April, the girls went over the mountain trails and back roads and finished their quarter. The superintendent at the Pryor, Montana, school, Mr. John Tietema complimented the program and offered his school as a continuous field site for the paraprofessional and student teaching experience of the students. Other schools have responded similarly.

In terms of the Elementary Education Department commitment, at a general staff meeting, the elementary education faculty members formally voted unanimously to continue support for the option and to increase their own activities as needed to insure success as the program expands.

Innovative teaching on the part of staff members outside of the department, particularly English, Speech, Anthropology, Native American Studies, Modern Languages, and Math, has been vital to the program. Following are examples of changes:

(1) Adaptation of existing courses (e.g., in order to insure that Indian students acquired the competencies needed in basic math., a 2-hr. class period instead of the usual 1-hr. period was initiated to give extra instructional time and supervised practice; special sections of basic written communication were set up);

(2) Development of new courses (e.g., courses in Indian languages in Modern Language; Structure of Indian Language and Child Acquisition of Language in English Department; Intro. to Bilingual Ed., Elem. Ed. Dept.);

(3) Taking on campus courses off campus and reorienting them in terms of content and/ or instructor (e.g., Cultural Dynamics under Anthropology, taught on the Crow Reservation by Rod Frey, drawing illustrative examples from Indian groups).

Hence faculty outside of the Department of Elementary Education and administrators in the field have expressed they feel the program is needed and have given support to insure its success.

EVALUATION METHODS AND RESULTS

This program can only finally be evaluated in terms of the number and quality of the students earning degrees and teaching successfully in schools with concentrations of children with language and cultural differences. It

will only be finally successful in terms of the increased achievement of those children. Our first two graduates, Susan Main (non-Indian) and Truman Jefferson (Indian) are teaching in reservation schools.

However, the regular evaluation of the students, hence the program indicates the students are good ones with high grades and fine recommendations. The feedback from the sites where the students had their field experiences is positive. The continued and increased granting of federal monies over longer periods of time to support the program in the highly competitive Title VII programs seems to be a clear mandate to proceed with a commendable effort. There will be provision this year for formal outside evaluation.

RECOMMENDATIONS

As we look back a number of experiences seem to have contributed to program strength and success:

1. Long and continued involvement in Indian Education efforts in Montana by Montana State University, 1955-1978, by interested and dedicated staff with full support of the Department of Elementary Education, College of Education, and the President of the University.

2. Actual field experience at the "grass roots" level on the Reservations in the development of programs for Indian children.

3. Support and involvement from Indian parents, educators, tribal officials in developing programs for their children, and in the training process for teachers, without which any program is at least handicapped if not doomed.

4. A long established dialogue with local schools which assist in the recruitment of our students by identifying potential students from their community; providing field experiences for students in training; and supplying feedback regarding competencies to be provided; and ultimately providing employment for trainees.

5. There has been administrative and departmental insistance on maintaining a high type of coursework on campus and in the field and a continued effort to provide new innovations to meet special needs of students in this option and of the schools whose children they will serve.

Perhaps the most important institutional guarantee that this program should succeed was the insight and foresight of Elementary Education administrators who realized the program should have a sound base and place as a regular option in the Elementary Education Curriculum. Such institutionalization insured that the program would not disappear like a tumbleweed in the wind, and that there would be adequate administrative support and staff effort to put down permanent roots and flourish.

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